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DEMONSTRATION OF THE SIGNIFICANCE OF A CONSULTANT-TEACHER FOR THE GIFTED TO A SMALL RURAL SECONDARY SCHOOL.

BY- ACKERMAN, PAUL R.
KANSAS STATE DEPT. PUBLIC INSTR., TOPEKA

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THE EVALUATION AND DISSEMINATION OF INFORMATION CONCERNING THE EMPLOYMENT OF A TEACHER-CONSULTANT FOR THE GIFTED CHILD IN A RURAL SCHOOL DISTRICT WAS THE PRIMARY PROBLEM OF THIS STUDY. SPECIFICALLY, EFFORTS WERE DIRECTED TOWARD DETERMINING WHETHER (1) THE ADDITION OF A TEACHER-CONSULTANT ACTUALLY IMPROVES INSTRUCTION FOR THE GIFTED STUDENT, (2) SUCH A PROGRAM IS FINANCIALLY FEASIBLE FOR A SMALL RURAL DISTRICT, (3) SUCH A PROGRAM CAN BE ADMINISTERED BY PERSONS NOT SPECIALLY TRAINED IN SPECIAL EDUCATION ADMINISTRATION, (4) MORE EXTENSIVE GUIDELINES FOR INSTRUCTION AND TEACHER CERTIFICATION CAN BE DEVELOPED FROM THE DEMONSTRATION, AND (5) THE PROGRAM AFFECTS THE COMMUNITY. TWENTY STUDENTS (MEDIAN IQ OF 128 AND AGES 13.5 TO 17) PARTICIPATED IN THE PROGRAM FOR 1 YEAR. PROCEDURES INVOLVED THE SCHEDULING OF THE PUPILS FOR SEMINARS AND A RESOURCE ROOM, THE DEVELOPMENT OF A SPECIAL CURRICULUM IN SCIENTIFIC METHOD, AND INSTITUTING "REMEDIAL" EDUCATIONAL METHODOLOGY. ALSO, THE CONSULTANT HAD MANY TASKS RELATED TO THE COMMUNITY, THE PARENTS OF THE CHILDREN, AND OTHER VOCATIONAL-ACADEMIC PERSONNEL OF THE SCHOOL. THE RESULTS WERE GENERALLY FAVORABLE, ALTHOUGH SEVERAL YEARS OF FOLLOWUP ARE NECESSARY TO ASCERTAIN THE LONGITUDINAL RESULTS OF THE METHODS EMPLOYED. (JC)

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DEMONSTRATION OF THE SIGNIFICANCE OF A CONSULTANT-TEACHER FOR THE GIFTED TO A SMALL RURAL SECONDARY SCHOOL

Cooperative Research Project No. S-088

by

Paul R. Ackerman

Kansas State Department of Public Instruction

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PROBLEM

Many problems of education in Kansas are those problems which arise from the size of communities and school districts, specifically those school districts which are too small or find it financially impractical to provide comprehensive services to Kansas school children. Although notable exceptions occur, many secondary schools of a rural nature in Kansas have difficulty providing comprehensiveness for the "average" child, to say nothing of provisions for children with special educational needs, such as the gifted.

The scope of Kansas' problems in size in its secondary school program is seen by analysis of its school population at the beginning of the school year 1964-65. At that time, of 534 secondary schools in the state of Kansas, 457 of these schools served student populations of less than 299, and 77 of these schools served student populations of 300 or over. The mean student populations per secondary school was 243 students per school.

In 1959, the University of Kansas conducted a survey of practices for the gifted in the Kansas schools. This survey was followed by a yet broader survey conducted in 1964 by both the University of Kansas and the Division of Special Education, Kansas State Department of Public Instruction. The results of these samplings indicated that almost no type of programming existed at the rural level with gifted secondary students except token "enrichment". It was further found that only minimal programming for the gifted students existed in the larger cities of Wichita and Topeka where students from larger

populations could be grouped into "accelerated" programs, advanced placement classes, honors classes, and week-end lectures.

In Kansas, specialized educational programming for the gifted may be funded from the Division of Special Education, Kansas State Department of Public Instruction. Such funding, however, requires quality standards which insist that (1) the children within a group receiving special education for the gifted be children with measured abilities at the second standard deviation above the average (128-132 full scale I.Q.) or above, (2) such measurements of ability must be given individually and by a certified school psychologist or clinical psychologist, and (3) the teacher responsible for the education of these children must have special training in methodology and content of curriculum, learning theory, and nature of the exceptional child and thereby must hold special certification as a teacher of the gifted. Prior to 1964, such classes which were funded under these provisions were elementary classes, grouped at the fourth to sixth grade level in the larger cities of Kansas.

This funding was the result of rurally-oriented legislation and may be considered more beneficial to school districts who share programs than to a single school district which sponsors a special program for its own student population. For example, programs which share a teacher with another district receive a basic minimum reimbursement of $4400, while schools that maintain a teacher within their own district boundaries receive a basic minimum reimbursement of only $2000.

Recently the Division of Special Education, Kansas State Department of Public Instruction, proposed that a plan of itinerant teaching and consulting might be a feasible plan to provide specialized educational provisions for the gifted rural secondary student. Such a teacher-consultant could be shared by small districts with small gifted populations, thus receive more funding. It was speculated that this teacher-consultant could function as a teacher of a resource room and/or resource seminar to gifted children in the school. and also function as consultant to those other faculty members who enrolled the gifted student within their regular classes. Such a teacher could use one physical base of operations, but would service several schools. The Division of Special Education felt that if such a program should prove feasible, it could allow the employment of this specialist in various regional facilities with minimum expense, and would encourage recognition and expansion of the need for education for gifted in the state of Kansas. Furthermore, the demonstration of the feasibility of this programming should encourage the universities and colleges of Kansas to consider the institution of teacher training programs to train for this kind of service.

The primary problem of this demonstration, then, is to evaluate and then disseminate the information obtained about the employment of a teacher-consultant in a school district. Meaningful evaluation of the feasibility of the demonstration program lies in five questions:

1. Does the addition of a teacher-consultant for the gifted actually improve instruction for the gifted student?

2. Is such a program really financially feasible for a small rural district or grouping of rural districts?

3. Can such a program be administrated by persons not specially trained in special education administration?

4. Can more extensive guidelines for instruction and teacher certification, necessary at the Division of Special Education of the State Department of Education level for further programming of this sort at the state level, be developed from this demonstration?

5. What is the effect of the program on the community, with consequent utilization of community and parental support?

OBJECTIVES

A unique aspect of this project is that the results and interpretations of results may be incorporated almost immediately into the state plan for the education of the gifted student of the state of Kansas. Consequently, many of the objectives of the project pertain to the dissemination of results, the application of results to State Department planning, and the answering of the evaluation problems. Specifically, the objectives of this project are as follows:

1. Within the state of Kansas a need exists to know the effect, significance and importance of a gifted teacher-consultant in a small secondary school for education of gifted students. This project proposes to establish and evaluate such a program within the Kansas system of education.

2. The economic and educational feasibility of a teacher-consultant plan for small secondary schools will be evaluated in terms of the finances involved, the state financial aid for continuation of this program, and the educational support from surrounding communities, institutions of higher learning, and educational agencies. Such a report may be used in recommendations for financial support of such programs from the Division of Special Education, Kansas State Department of Public Instruction, and will be disseminated to all secondary schools in Kansas for future planning.

3. Methodology of instruction will be explored with the help of a consultant. Evaluation of the teaching assets and liabilities of the teacher-consultant with the project student population will

assess both effective and non-effective methodology for teaching gifted youth.

4. Content of appropriate curricula taught to gifted youth within the aegis of this project will be determined. A tentative curriculum will be introduced, with the aid of the consultant, on an experimental and flexible basis. Its theme will be the learning of historical and scientific research design as a unifying and core tool for all academic studies.

5. The relationship of the teacher-consultant for the gifted to the regular teacher within the secondary school will be determined. Guidelines for the development of productive relations between these two professionals will assist future teacher-consultants within similar settings.

6. Through observation and evaluation of the role of the teacher-consultant in attaining community support and parent liaison to the gifted program in the secondary school, the role of the parents and community institutions in this program will be ascertained. Student motivation and success in the program as correlates of certain family attitudes may thereby be explored through the use of parent interviews, adult education, parent group discussions and the like.

7. The personal assessment of the strengths and weaknesses of the project's teacher-consultant should result in a more accurate compilation of academic and personal needs necessary for a teacher-consultant for the gifted than now exists.

RELATED RESEARCH

There is seemingly no literature speculating about or evaluating the effect of the type of method of teaching being employed in this study. Philosophically, however, the California studies (Study Project on Programs for Gifted Pupils, Progress Report No. 3, October, 1958, California State Department of Education, Sacramento) indicate that achievement significance is obtained by almost any type of specialized programming indicating that the resource room and the seminar is feasible for the secondary student. Another conclusion of the California study is that instruction may be improved for all students as well as the gifted by a consultant to the teacher.

James Gallagher, in proposing the "ideal" gifted program for a rural state, proposes the "consultant" for the small secondary school, stating that such a person would effect the most academic expediency with the most financial efficiency. (Teaching the Gifted Child, Allyn and Bacon, Inc., Boston, 1964, pp. 290-1.)

James Conant (The American High School Today, New York, McGraw Hill Book Company, Inc., 1959) states that the ideal secondary school ought to include special tracks for the gifted with homogeneous grouping. Furthermore, Dr. Conant suggests that specially trained guidance counselors be provided to work specifically with the gifted, inferring a case-load ratio smaller than that of the regular guidance counsellor.

The writings of Glyn Morris (French, Joseph. Educating the Gifted, 1960, Holt, Rinehart and Winston, New York, pp. 272-276) report

multi-benefits accruing to faculty and students from a seminar-type program for gifted students in a rural setting. In summary, although quantitatively limited, there does exist literature to support the components of a program which provides a combination resource room and seminar type of instruction such as is proposed by this project.

PROCEDURE

I. Setting

The school selected to sponsor the teacher-consultant was Holton High School, located approximately 30 miles north of Topeka, Kansas. At the time of the project, the school had a student population of 241 with a faculty of 15 teachers and one principal. Included in the faculty was a part-time school counselor. Resources to the school included the services of a school psychologist, assigned to the Holton Public Schools, and physical facilities for adequately housing a resource room and teacher-consultant. The sponsoring school furnished the capital equipment and supplies necessary for the institution of the project.

II. Subjects

Twenty students participated in the gifted youth project of Holton High School, called by the school the "Special Education Program." The ages of the students at the beginning of the project ranged from 13-5 to 17-0. Two students in this group were labeled "significant underachievers" (holding achievement test scores two years below that expected for chronological age). Although most students scored at the standardization class average and above, almost all students could be considered to be "underachieving" if achievements were compared to expected performance levels as determined by I.Q. Deficiencies in study skills and reading repertories will be described later.

Intelligence Quotients were obtained in accordance with Kansas State Division of Special Education requirements, by individual intelligence tests (WAIS) administered by the school psychologist. Although such requirements set the admission level of I.Q. at 126+ (which accounts for the error of measurement), an Admissions Committee composed of a representative of the Division of Special Education, the Holton High School superintendent and principal, and the Holton school psychologist were given authority to admit, upon individual consideration, students falling below this I.Q. level when the student clearly demonstrated superior academic competency or other factors allowing the assumption that a lowered I.Q. score was an artifact of testing. This authority was granted by the project director and the Director of the Division of Special Education. Most of the I.Q. scores clustered at the second Standard Deviation of the national I.Q. norms (130 plus or minus 4 points). The range in WAIS I.Q.'s (Full Scale) was from 119 to 150; the median score was 128.

III. Teacher-Consultant, Mr. Edwin K. Hammer

A. Background

Kansas State Department of Public Instruction standards for certification of teachers of the gifted child include a basic understanding of the field of special education plus additional competencies in the areas of (a) understanding the individual child, (b) the nature of learning and intelligence, (c) individual mental testing and interpretation of these tests, (d) regular curriculum procedures,

and (e) specialized methods and curriculum for teaching intellectually gifted students. The teacher must also hold regular certification for the age group he teaches. Mr. Hammer met such certification standards. Furthermore, he had completed honors programs during both his secondary education and his undergraduate college career with emphasis in the humanities. His Kansas teaching certificate for the secondary schools listed his competencies as psychology, English, French, social studies and history.

B. Description of Duties of the Teacher-Consultant

1. Scheduling. Prior to the initiation of the project procedures, Holton High School adopted a class scheduling system which pooled instructional hours into class sessions of two hour lengths, reducing the number of times per week that a class met. Because of such scheduling, the teacher-consultant had to individually schedule each project student for one two-hour resource room session and one two-hour group seminar per week. To accomplish this scheduling, the student had to miss two class periods per week; scheduling had to assure that the missed classes during the week were (a) not the same subject and (b) not classes in which daily attendance was absolutely necessary for progress. In addition, the teacher-consultant had to coordinate the student's absence from regular classes with the needs of that class to avoid conflict with major examinations or important projects within the regular class.

2. Academic goals. Three general academic goals were postulated as the task of the teacher-consultant. The first goal

was that of a curriculum which would unify the body of knowledge of the high school gifted student and give him some tools with which to structure further increases to this personal acquisition of knowledge. A thorough grounding in "the philosophy and methodology of the historical and the scientific method" was proposed as this unifying curriculum of "great ideas of the humanities" as a natural consequence.

The second task of the teacher-consultant was to prepare those gifted students, the majority of the experimental group, who were planning further work toward baccalaureate and graduate degrees, with necessary study habits, skills, and insights to allow efficient progress through higher education. Coordination of this part of study was to occur with the resources of the guidance counsellor.

The third academic goal of the teacher-consultant was that of academic remediation. This goal was divided into two areas of emphasis: (a) "traditional" remediation of subject matter for the two students previously labeled as "significant underachievers" who needed such remediation to attain grade level achievement, and (b) "remediation" for those students who scored at or above grade level but who were not working to potential. This latter category covered all students in the experimental group.

3. Extra-academic goals. As with most secondary teachers, certain community and extra-academic duties are necessary to maintain rapport with the community and liaison with persons important to the success of academic pursuits. With the initiation of a new program

into a school system such as this project, such liaison and rapport become even more important, not only in eliciting community and parental support, but educating the community to the project's aims and purposes.

Specifically, extra-academic goals are elucidated as follows:

(a) Because of the lowered teacher-pupil ratio within the special resource room and seminar, the teacher-consultant was in a unique position to supplement the academic and personal counselling of the guidance counsellor with either further direct counselling or individualization of lesson planning around specific needs. Coordination was initiated with the school counsellor and school psychologist to effect such extension, with particular emphasis on educational counselling by the teacher-consultant and indjvidualization of student planning around the academic preparation necessary to higher educational pursuits.

(b) Parent identification with the program and involvement in its functions was sought through group and individual parent interviews and through progress reports to the parents. The teacher-consultant was assisted in this duty by the school counsellor.

(c) Because of publicity about the program, the teacher-consultant was asked to speak at numerous community and state functions to both professional educators and school patrons. This was considered an obligation of the project and was often shared with the project director, the project administrative assistant, and the consultant. Such speaking engagements were sought by the State

Department of Public Instruction in an effort to disseminate information about the on-going program.

(d) Adults in the Holton community, particularly parents of gifted students, were involved in a seminar on current events conducted by the teacher-consultant. The purpose of this seminar was not only to discuss current events, but to inform the parents about education of the gifted through informal ways and to involve these adults in actual processes and methodologies of gifted education in a meaningful way.

(e) Because of the availability of the school psychologist and the counsellor to the project, it was a function of the teacher-consultant to assist in referral of any student to either of these persons when matters of intellective or personality problems occurred. Furthermore, the teacher-consultant sat on the admissions committee for the project in order to assist in decisions and placements concerning gifted students both in Holton High School and those in the Junior High School who were potential candidates for the project.

(f) The teacher-consultant, in addition to the duties already described, was expected to assume his full share of the usual extra-academic duties such as the chaperoning of school dances, ticket-taking at ballgames, etc. This function was considered vital to faculty rapport and support.

4. Consultantship duties. The teacher-consultant was to function in two ways primary to his consultantship duties to the school faculty: (a) he was to serve as a resource to the teachers,

i.e., a procurer of materials and information about projects and enrichments for gifted students which the teachers did not have the time or knowledge to acquire, and (b) he was to assist every other teacher in planning for gifted students in their classes on an individual basis in order to coordinate with the gifted program and to allow the teacher more time with the non-gifted pupils in his classes.

C. Curriculum and Methodology

1. Resource Room. As earlier noted, a prime academic concern for the gifted students was to individualize their educational experiences. The resource room was established to offer the students a two-hour block of time in which to carry out projects under the supervision of the teacher-consultant of the gifted. According to the academic goals of the project, however, it was felt that complete individualization and individual planning could not occur until after the successful completion of the curriculum on historical and scientific methods. Consequently, the resource room was often utilized as a classroom until successful individual work could be accomplished.

2. Seminar. The seminar was to accomplish the curricular goals through the seminar method and was differentiated in scheduling from the resource room. Two groupings were composed. The freshmen and sophomores were placed in one seminar, and the juniors and seniors were placed in another. This was to take into account maturity factors and natural class-status groupings.

3. Curricular Progression. The progression of unit topics to be covered within the first year (along with much practical emphasis on skill-building, academic planning, etc.) was as follows:

(a) Who are the gifted? This was to be a unit designed to explore, in an objective and academic manner the content of the Terman studies, with further description of the gifted child by contemporary authors. Goals for this unit included an understanding of the potential of the gifted child, the responsibilities of giftedness, the place of the gifted child in an anti-intellectual society, adolescent and adult attitudes toward academic giftedness, and the measurement and description of giftedness. Such a unit was also felt to lay the ground rules for discussion of academic potential in an unstereotyped, objective way. It was felt that this type of discussion should be necessary for future goal attainment.

(b) The Tools of Achievement. After an initial period of self diagnosis of study habits and skills, much individual and group work with these habits and skills was included in order for each student to be adequately prepared in technical preparation for the historical and scientific method curriculum to follow. Analysis, remediation and development of skills included more than just skills in reading, communication, paper presentation, and the like, but included descriptions and practices in styles of cognition, creativity, and critical thinking.

(c) How Knowledge Progresses. This unit, designed to show how the body of knowledge was systematically structured and delineated

by the use of scientific method, was composed of three sections:

(1) The first section was an overview of the philosophy of science and the science of science. It delineated what science is and how it defines things. It makes special reference to the operational definition. Examples of taxonomy, definition and other forms of structuring were studied.

(2) The second section introduced the historical and the scientific method. It delineated the necessity and importance of these methods in a recapitulation of the first section and then described the methodology itself in terms of design. Minimum statistics were introduced, but some theory of statistics was given. Meaningful examples of the use of experimental design and the introduction of such design in the students' own work was presented.

(3) In the third section, independent design of research problems was introduced. Each student was given a topic to explore. He designed methods of research to systematically explore his topic. Such problems were limited in scope, but involved subjects of interest to the students such as: the decline in attendance at basketball games in December, the needs of the school for a snack bar, the effectiveness of essay tests over objective tests, etc. In each topic, the student gathered a limited amount of data and made conclusions.

(d) Independent Study Using Depth Research. This unit attempted to more thoroughly individualize the skills and knowledge acquired in the previous units by executing research study in an area of interest and importance to the studen The problem, the

experimental design, the resources, and the data gathering were determined by the student and the teacher-consultant with the advice of the other faculty members or administrative staff. This project was somewhat in the style of the graduate thesis or dissertation, with expectations of good design and systematization, but delimited to problems which were explored without expenditure of excessive amounts of time or money and which had realistic expectations of accomplishment. Outside facilities, institutions or persons were also used with this study project at the discretion of the student and/or the teacher-consultant. Such a project also had ramifications for future planning if college was an aspiration of the student.

4. Delimitation of the Lecture Method. It was proposed that for maximum effectiveness the lecture method be delimited as much as possible. It was felt that once initial information was given, supplemental information should be obtained by students. This methodology was in line with the emphasis of training toward independent study and recognition that students were capable of obtaining such experience.

5. Personal Academic Resource. It was recognized that much information was not available within the educational structure and resources of a small rural town. Consequently, the teacher-consultant discovered and provided resource to those students and faculty needing additional resources. In this responsibility the teacher-consultant functioned both as a librarian and researcher.

IV. Evaluation

Throughout the project, many observations were made by the project director, the consultant and the school administrators of the on-going program. Periodic conferences with school board members, parents, students, and with the teacher-consultant and other faculty members were conducted. Financial reports were of necessity made to the Kansas State Department of Public Instruction, to the Holton School Board, and to the project director. A teacher's log was kept on a daily basis. All student work was retained by the teacher. From such data the following evaluations were to be made.

A. The improvement of instruction was determined by opinions, ratings and reports of teachers, students, parents and administrators. An attempt was made to try to determine the effectiveness of improvement of instruction of gifted students vs. regular students, but cognizance of the Hawthorne effect indicated serious limitations as to the effectiveness of this procedure.

B. Administrative feasibility was determined by an analysis of the duties of the administrator of the school which sponsored this project, the financial burdens imposed by such sponsorship and of the school board's reaction to such a program.

C. A follow-up program to determine the success of the gifted students in later academic and professional positions was established by the State Department of Public Instruction in cooperation with Holton High School.

D. The continuation of the program in the sponsoring school without Federal help was, in itself, considered a significant testimony as to its success.

E. The effectiveness of the methodology was evaluated through observation, consultant analysis of teacher methodology, and analysis of teacher's logs and students' work.

V. Dissemination

The aforementioned evaluation of the program units were to be printed by the Kansas State Department of Public Instruction and disseminated to all secondary schools in Kansas, all Kansas institutions of higher learning, the U.S. Office of Education, and all who request such evaluations. In addition, a change, if any, in standards or certification requirements for programs and teachers of the secondary-age gifted child in the State of Kansas were also to be duly disseminated to the above agencies and persons. The curriculum resources and the teacher-consultant were to be available to Kansas universities and schools for help in establishing curriculum materials for secondary-age gifted children.

VI. Length of Project

The grant ran from September, 1964 through July, 1965. The program then was to be continued by the school if felt to be successful, with continuing aid from the State Department of Public Instruction, Division of Special Education, as outlined in the current Kansas plan of reimbursement for special education programs.

FINDINGS

I. Curriculum

Each curriculum unit was initiated only after careful evaluation by the teacher-consultant of previous units and unit progression. In addition, curricular progress was checked during visits by the curriculum consultant and the project director and with intermittent communication between these persons and the teacher-consultant. Three times during the course of the project year the curriculum and its effect upon the pupils was evaluated in depth by the project director and the curriculum consultant, who visited the school, interviewed the teacher-consultant, checked records and teacher logs, interviewed students and talked with other faculty members and administrators.

With such checks it was discovered within the first three months of the project that the initiation of the original academic curriculum, as described in the procedure section, would not prove feasible for completion within the first year. Such non-feasibility was due to the students' lack of preparation in course skills and achievements necessary to the institution of this type of curriculum. Informal and standardized testing instruments found, for instance, that a reading retardation ranging from slight to moderate in most aspects of reading existed in all students enrolled in the program. Furthermore, such assets as a broad reading repertory, adequate study skills and effective use of communication skills were deficient in the students with sufficient magnitude to make the

proposed curriculum unusable to the students without the remediation of such deficiencies.

Before beginning the proposed curriculum, therefore, it was necessary to initiate individualized curriculum which was intended to: (1) establish a repertory of books and articles giving the pupils a broad base of accumulated knowledge about many aspects of social science and the humanities, (2) investigate with the pupils deficiencies in their study skills and the remediation measures necessary for the removal of these deficiencies, (3) establish and strengthen communicational skills, particularly those of writing, and (4) encourage flexibility, originality and creativity in communication rather than students' usual styles of memorization and superficial synthesis of surface issues.

Remediation took the form of reading skill improvement through reading labs, e.g., S.R.A., expectations and discussions of widening horizons of literary repertoires, expositions of styles of thinking and communicating, individualized help with written communication, practice in diverse writing styles, introduction of foreign languages and their grammatical structures, advanced seminars in extra curricular subjects, field trips, current events seminars, and public service projects. Only toward the end of the year was the original proposed curriculum, i.e., formalization of thought and critical thinking through the use of tools of scientific method of inquiry, introduced to the students. At that time the students seemed ready for it, having shown improvement in their basic skills,

and were able to effect assimilation into their body of knowledge. The content of the first unit of "How Knowledge Progresses" was introduced. It was met with enthusiasm and became effectively synthesized in papers and writings of the students.

Through a pupil attitude survey, to be described more fully in a latter section of this chapter, pupil attitudes towards the types of grouping employed for curricular presentation were determined. From this survey, it was noted that the setting of the class, i.e., one-to-one relationships between teacher and pupil, or small groups or large groups in discussion, seemed not to affect greatly the quality of work done, but rather the comfortableness of the working situation. According to the teacher's log and the perusal of work completed by the students, the above statement is given further strength. Pupils' work followed fairly uniform growth patterns regardless of the type and size of grouping employed.

Further conversations with parents, students and teachers also indicated that the grouping by rough chronological age proved consistent with prior expectations and greatest needs. It was noted that the deficiencies of basic skills were clustered quantitatively by age groups, with the freshmen and sophomores exhibiting the greatest academic deficiencies. Consequently, it was determined that grouping the two lower classes together and the two upper classes together did produce efficiency in teaching.

The results of homework assignments and the quality of work, and the effect of homework upon the student's academic and social

adjustment were evaluated through contacts with the school board and parents, and through study of students' attitudes. It was found, with almost unanimous consensus, that the limited homework given contributed to the learning of the students, and in no way inhibited either their completion of homework assignments given by other faculty members or their social relations and times for socializations with their peers. This finding was in opposition to the strong prohibition of homework given in the initial phases of the project by the parents and the administration. Because of such early prohibition, the use of homework was only gradually introduced. However, the greatest gains in pupil growth were made when homework was augmented by further faculty cooperation in homework assignments de-emphasizing repetitive, drill-type work within the regular classroom, and re-emphasizing creative, self-motivated tasks requiring varied backgrounds and techniques of approach.

Because of the inability to measure significant achievement gains, a peril in any research on the gifted child, there were no quantitative inferences which were made relative to the effectiveness of the curriculum introduced. Most students could not make higher grades than they had been making to any significant degree. Achievement scores improved somewhat, but did not measure the curricular content. However, the faculty noticed significant increase in class participation and quality of participation, higher quality homework assignments, better study skills, more mature planning for the future and college-level work. The seniors of

the group placed better in the National Merit Examinations than previous classes and more students were offered more financial assistance to colleges than had previously been offered to students of Holton High School.

II. Evaluation by Teachers

Evaluation of the project by teachers was done in three settings. The first setting was that of the discussion group. Formed during the visits of the consultants to the project, the teacher-evaluation group was composed of the entire sponsoring school faculty and consisted of a discussion of problems and issues of the project led by the consultants. The second setting consisted of structured and standardized questions being asked to the teachers concerning various aspects of the program to which they had access and experience. Further information was gathered through administrative reports of the interactions of teachers with administrators, and through the final report submitted to the project director by the teacher-consultant.

One of the primary, if not the foremost, problems encountered by the teaching faculty was that of scheduling. The problem was not one of the loss of class time as much as the problem of <u>when</u>, during the day, during the week, or during the unit, the student was to be excused. The problem was further complicated by the fact that the scheduling was for a two-hour period, thus excusing the student for a major portion of time in one class rather than dividing

his excused time into smaller portions per class, as would be done if classes were one hour and each day.

The problems involved in this scheduling system were so apparent that the administrators determined to reinstate the more traditional scheduling the following year. Thus, when students are excused for two hour blocks, they will be excused for one hour of two different classes rather than two hours of one class as with the prior scheduling. Furthermore, the establishment of this scheduling will facilitate the planning of experimentally flexible curriculum units and daily plans for the gifted in the regular classroom, a procedure causing hesitation this year because of the realization that if a two hour unit was not successful, the student would have lost a half-week's work.

Complete cooperation between all regular class teachers and the teacher-consultant was not obtained during the project year, but conflicts were not significant enough to impede progress. It was at first felt that such lack of cooperation was of the usual explanation. That is, because of the necessary specialization in subject matter content necessary to the certification of the secondary teachers, the teacher-consultant was viewed with some suspicion by other regular class teachers who were not trained in his content area specialty. Obvious defensiveness of teachers concerning their subject matter fields established personal value systems of task hierarchies for students that often "caught" the student between conflicting task requirements in limited time allotments.

However, certain aspects of the project itself, existing apart from the personality of the teacher-consultant, contributed to suspicion of the project. Therefore ideal rapport and cooperation were accomplished only partially during the project year because of several reasons: (1) salary inequities, with the teacher-consultant drawing a salary substantially more than that of the faculty on the same level, (2) age and experience discrepancies, (3) lack of total understanding and acceptance of the project because of defenses already mentioned, and (4) the exposure of faculty deficiencies in the course of research by the project students. Such reasons should, of course, be overcome by personal cultivation of professional respect, trust, cooperation and compatibility of teachers with the teacher-consultant. The many personal attempts of the teacher-consultant in this direction during the project year were slow in realization, thus duplicating the findings of other innovative research which shows that support cannot be fully given until at least the second year of the program.

It became apparent that many of these teacher problems might have been resolved within a framework of intensive in-service teacher education. This was not accomplished within the first year of the project because of other time demands on all personnel concerned. It shall be established in the following year and should provide the answer to another reported problem, that of coordinating the use of the proposed "scientific methodology" curriculum as a basic core tool for integration of the gifted curriculum with the

curriculum of the regular classes. The establishment of this curriculum with efficiency seemingly demands an intensive in-service program. It is speculated that much of the effectiveness of the core curriculum will be in direct proportion to the amount of time spent in its explanation and discussion by the regular faculty.

Comments by the teacher-consultant in his final report and the teacher-consultant's log revealed three points of significance to future planning for the academic and personal preparation of teachers of the rural secondary-age gifted child. First, teacher-consultants of the gifted need a fairly extensive background in the area of guidance of the gifted. This is to facilitate and program the use of guidance information within the curriculum and to further the use of guidance procedures for individual problems that arise. Secondly, since the curriculum presented to the youth in the program is extensively broad in content, effective use of this curriculum demands a great deal of the teacher-consultant's time and interest in the preparation of himself as a teacher with adequate curriculum skills. Third, a humanities preparation on a broad base, encompassing some knowledge of all social sciences, seems the ideal academic preparation for the curriculum and teaching of gifted secondary-age students.

III. Evaluation by the Administrators

Extensive interviews with the Holton superintendent of schools, the principal of Holton High School and members of the Holton Board

of Education revealed very few administrative problems directly resulting from the project.

The fact that the program was retained, intact, by the sponsoring school district who must in the future assume the majority of costs for the program attested to its effect upon the administrative establishment of the school district. The school board reported no patron disapproval of the program, and a great deal of praise and support for the program from local patrons, parents, and non-parents alike. A listing of the community's academic activities by the administration, the school board and the project director indicated that the usual non-intellectual activities of the small community diminished during the year that the project was in force in favor of more cultural programs and interests in educational activities. The project received notice and support from many of the organized clubs and service organizations in the community. Increased use of the city library was apparent. Parents joined children in current events seminars. Children were given more academic enrichment through field trips.

Furthermore, the school administration reported very little dissent from parents of students enrolled in the program. When dissent occurred, it seemed to lie in the area of misunderstandings concerning scheduling of time, homework and academic expectations. In no case did parents report peer pressures. In families in which one child was in the project and one child was not, no undue frictions were noticed. Very few problems of peer status seemed to

accrue to students because of inclusion in the project. In no case were the academic assignments of the project considered unfair or undue.

The problems of financial support, purchases of supplies and equipment, and like problems of logistics and materiel were, as expected, somewhat greater for the school administrators than for the traditional classes. It was found, however, that administrative problems of this nature were not as great as for other special education classes and, as such, were not considered bothersome, intrusive or outside the realm of completion for the usual principal or school superintendent, Because of state financial reimbursement, the cost per child to the local school district was no greater than in other classes. Indeed, when the program moves to an itinerant basis with shared costs and higher basic reimbursement, the costs per child to the local school district may be less than in regular classes.

IV. Evaluation by Pupils

Formal evaluation of the project by the pupils took place after the ending of the school year, necessitating evaluation by a representative sample. A stratified sample was picked to numerically represent all classes represented within the project students, but students were chosen randomly within classes. All students so notified, seven in all, were given a structured interview and asked

the same questions. The questions and their consensus answers are listed below.

1. "What is your overall impression of the year you just completed?"

Reactions to this open-ended question were varied. Five pupils stated the experience had been helpful, four students felt the experience needed better clarification and definition, three students felt that they learned new skills, two students felt guilty that they had not contributed more, two students felt that the project needed more discipline, two students felt that they did not "get much" from the project, and one student thought he had changed his thought patterns because of the project.

2. "What subject matter covered during the project impressed you or helped you the most?"

Almost every answer to this question was different, and covered the subjects of journalism, art, communication, reading, study skills, humanities, engineering, thought styles and literature.

3. "What made you decide to stay with the project as opposed to dropping out of it?"

Four of the students felt that they saw clearly the objectives and purposes of the program and believed in them. Two students felt that the project helped to remediate some of their deficiencies. Two students felt that the program would continue to get better and they stayed because of this "promise of the future."

4. "What future plans were helped by participation in the project?"

Of the post-secondary plans solidified through the project, three students had definitely decided on colleges, two students had decided upon trade schools in preparation for highly-skilled occupations, one student had made plans for college with graduate school, and one person had not been helped in this area.

5. "What did you feel about homework in relationship to this project?"

Four students said that homework was no problem and they would have liked more. Two persons said that homework was not a problem in any way, and one person stated that he did not do homework.

6. "Did you have any trouble with group relationships because of being in the project?"

Six students reported absolutely no problems with peer acceptance, and one student reported noticing a very slight undercurrent of resentment by other non-project students at the beginning of the project.

7. "What was the most creative thing you did during the project?"

Three students gave answers indicating that they had done creative writing. One student felt that art had served as creative media, and one student reported the participation in discussions as creative. One student felt that some mirror-writing she had done had been creative. One student reported no feeling of creative accomplishment.

8. "What were your parents' reaction to your continued participation in the project?"

All students stated that their parents were completely supportive to the program, but one student reported that her parents were disappointed that more expectations had not been placed upon the students.

9. "At the beginning of the year, the project participants discussed what being gifted meant. Was this discussion of any particular help to you?"

Six students stated that this discussion and field of inquiry was of no value to them, and one student said that the discussions were of little value to him because of limited insights obtained from them.

10. "In what way might you have changed as the result of participation in the project?"

Three students felt they had become better students as a result of the project, three students felt that they had not changed appreciably because of the project, and one student felt that the project had helped her in personal ways.

11. "How could the project have been improved upon?"

Four students felt that the project could have used more individualized curriculum programming, indicating the intense need of these students for the broadly-based curriculum mentioned. Three students felt that the objectives and goals of the project needed more clarification to the students. Three students felt that the project needed more control and discipline. Two students felt the curriculum needed more depth and one student commented upon the need for different scheduling.

12. "How do you see the teacher-consultant in relationship to you and the project?"

Without exception, all students made a statement to the effect that they liked the teacher-consultant and thought that he was the ideal teacher to guide the project. However, five students felt that he needed more strictness and "discipline," and two students felt that he needed to add more depth to his knowledge. The students felt that expectations were made too soon for individual responsibility for projects.

13. "How did your other teachers view your leaving their classes to attend the project?"

Six students reported no problems with this aspect of the project, and only one student felt that the teacher he left had been dissatisfied about the leaving, although the teacher had given him no trouble.

To summarize the pupils evaluation of the project, it was generally found that the students felt profit from the experience in both academic and goal-setting ways; individualization of content matter occurred, and met diverse academic needs and interests; the students could have tolerated more academic work than was offered by the project; they experienced only minor social problems as a result of the semi-segregated educational experience of the project; the students' participation in the project was seen favorably and supported by their parents; creativity was not necessarily stimulated by the curricula experienced the first project year;

discussing "what a gifted student is" was of little personal value to the students; a feeling of change as a result of the project was not prevalent among the students; the students craved external controls and less freedom during the initial phases of the project -- "freedom should be taught and then rewarded;" the students felt the other teachers supported their participation in the program.

V. Guidance

Evaluation of the students' needs by the guidance counsellor, the teacher-consultant and the teacher-consultant's log indicated that educational guidance seemed a definite need of the pupils enrolled in the program. Although such guidance had been given in the past, the pupils found themselves exposed to expanded thinking regarding their potentials because of increased awareness of their study-skill deficiencies and their difficulties with written communication. To some students, such awareness increased their anxieties about their success in programs of higher education, and to other students such awareness increased their desires to attempt more diverse post-secondary educational experiences than either they had originally considered or which seemed the norm of the community. Indeed, there is sufficient observational evidence to confirm the recommendation of James Conant that these students profited by educational guidance of a specialized nature, but needed a guidance counsellor especially trained or certified in working with youth of this nature. In lieu of this training, however, a guidance counsellor in connection with

a trained teacher-consultant seemed capable of complementary and efficient guidance. The greatest need for guidance as a group was with those youth having exceptionally high abilities. Often the adjustment and compatibility of these students seemed intricately bound to their demonstration of academic billiance to peers and adults with complex interactions between motivation, peer approval, teacher approval and achievement.

CONCLUSIONS AND IMPLICATIONS

A joint demonstration program between Cooperative Research Program of the United States Office of Education, the Division of Special Education of the Kansas State Department of Public Instruction, and Holton High School of Holton, Kansas, was completed after one year. Its purpose was to demonstrate a method of education for gifted youth in a rural secondary school. It had been successful not only in retaining its existence and field testing its curriculum and methodologies, but also in procreating vital questions and answers in the area of education and guidance of rural gifted youth.

In response to the answers and objectives postulated in the beginning of the project, the conclusions from the observation and data and implications subsequent to these conclusions are listed.

1. What is the effect, significance and importance of a gifted consultant-teacher in a rural secondary school in improving the education of gifted students?"

The effect of a special teacher for gifted rural secondary students is roughly the same effect expected in any innovative program in a small community. The entire community and institutions react. Often sides are taken. The teacher is viewed with alarm and suspicion by peers and by those groups not specifically involved in effecting the innovation. However, this project succeeded in overcoming initial resistance and was able to innovate and establish a different type of educational program planning than had previously existed with important consequences to the pupils, the administration,

and the state of Kansas. Indeed, during the final evaluation, help was gained from all faculty of the school plus many individuals and agencies outside the school, thus indicating a widespread interest and concern with the program.

The significance of the project lay, however, not within the widespread interest generated by it, but within its actual effect upon the improvement of instruction among students. That qualitative improvement of instruction did exist in terms of improved study skills, wider repertories of reading content, improved vocational and personal goal planning, the beginnings of personal unification of diverse disciplines into a science of science is well attested by the reports of the professional educators involved in the project. Personal growth and academic growth, although characteristically not specifically admitted by students themselves, was a striking feature of the students as observed by parents and other teachers.

In view of the most recent thinking in the importance of the gifted as a potential leadership pool and resource of knowledge for our country, the importance of more efficacy of teacher procedures in the educational process of the gifted cannot be over-rated. There is solid foundation for the reasoning that the participants in this project will be able to be more productive citizens, using more effectively the tools of education than their rural peers will do without this background.

2. "What is the economic and educational feasibility of the teacher-consultant plan for small secondary schools?"

Economic projections for the future indicate that if Holton High School does not share the teacher-consultant on an itinerant basis with other schools, they can expect to pay slightly more for the program than the per pupil cost of other classrooms. This is due to the facts that: (1) they are receiving a base minimum reimbursement from the Division of Special Education of the State Department of Public Instruction of Kansas which is less than if they shared costs with other schools in the state, and (2) the reduced teacher-pupil ratio would result in more money being spent on less children. However, sharing such a person would considerably cut the per pupil cost to a figure below the cost of the average per pupil education that now exists. Furthermore, administrative costs are not significantly greater for this program, and such administrative costs as are in excess of usual school administrative expenditures are compensated for by the decrease in cost of supplies due to State Department of Education reimbursement. Consequently, if a school wishes to embark on a program such as the one described, and further wishes to support the teacher-consultant by itself, it must make a commitment to a larger per pupil cost. Such a commitment, however, is not without the realm of philosophical probability, since education of the gifted is considered, in Kansas, a special education provision. As such, it is the least expensive special education class possible in this state. Indeed, the unexpected results of greater community cooperation, support of educational institutions, involvement in educational procedures, and patron interest seem to add immeasurable educational and economic assets to the program.

3. "What is the most effective methodology of instruction for gifted rural secondary-age students?"

It was found for purposes of this project that a greatly reduced teacher-pupil ratio was necessary to effect the desired curriculum goals. However, whether the reduction of the ratio was in terms of one-to-one relationship between the pupil and teacher-consultant, or whether the instruction was in small groups, made relatively little difference in the end results. It was suggested from the data that a combination of both one-to-one teaching, available in the "resource room," and a small group seminar could most efficiently communicate the curriculum. It was further discovered that although independent study was a greatly desired goal of the project, it would not be accomplished during the initial phases of the project because of the usual adolescent attitudes toward discipline and structure. That is, adolescent personality needs are such that independent study can only be given after an initial period of structure and discipline.

Counselling techniques were often successfully employed in curriculum to sensitize the student to his vocational strengths and weaknesses and to alert him to the objective procedures of educational-vocational planning.

The most efficacious use of the curriculum, however, was effected only when there was cooperative liaison between the teacher-consultant and the regular class teacher. Such coordination requires a great deal of in-service training of the regular class teacher and efforts by the teacher-consultant at efficient two-way professional communication.

4. "What is appropriate content of curriculum for gifted rural secondary-age youth?"

In the initial phases of any program in rural sections of Kansas it will probably be found, as in this project, that many deficiencies will exist in terms of study skills, broad reading repertory, and other academic background necessary for successful completion of work geared to gifted potentialities. Hence, the teacher-consultant will initially need to teach "remediation" of such skills before attempting an integrative core curriculum.

A unit based on an intellectual exposition of the gifted student seems generally non-relevant to the students and useless in terms of personal application.

The unifying core curriculum of scientific methodology seems appropriate and its introduction in the first year of this project was well received with all curricular objectives met. The unit components of this curriculum are described in Chapter IV.

5. "What is the relationship of the teacher-consultant for the gifted to the regular teacher within the secondary school?"

Because this project was innovative, the relationship of the teacher-consultant to the regular faculty of Holton High School was somewhat less than desirable at first, although significant rapport and cooperation was attained by the end of the first year. However, complete cooperation was never obtained for several reasons. Inequities in salary, age and experience difference, and certain jealousies over the number of pupils and professional training seemed

to underlie some professional resistance to the project. Simple omission of communication hampered ideal coordination. The implication for intensive in-service education involving both faculty and teacher-consultant is obvious and will be initiated for evaluation in subsequent years. Exemplary cases of cooperative contact between teacher-consultant and regular class teachers were noted throughout the year, however, thus indicating the possible creative and efficacious results to be gained from ideal communication and cooperation.

6. "What is the role of the teacher-consultant in attaining community support and parent liaison with the gifted program in the secondary school?"

It was an observation of this project that the teacher-consultant of the gifted was extremely effective in promoting community support and parent liaison to the gifted project. As especially effective device in this area was the establishment of a seminar in current events for parents and their children. The seminar was used to disseminate not only information on current events but on the status of the gifted program, and was further used to demonstrate methodology of teaching gifted in a practical way to the parents. Contributions to professional meetings both in the community and in the state also gave further dissemination of the project objectives and status, and helped in securing support from both state and local sources. The addition of unexpected benefits of support from community agencies and particular patrons was ample evidence of community response to the program, as was increased intellectual and cultural activities

within the varied fraternal organizations and philanthropic groups within the community.

7. "From experience in this project, what are the apparent academic and personal needs of a teacher-consultant of rural secondary-age students?"

As befits the true innovator, the teacher-consultant was most effectively seen as a vigorous and enthusiastic person with sufficient intellectual and academic skills to both engage in and teach the curriculum necessary to the project. The usual attributes of ability to get along with adolescent students and ability to establish rapport with them were, of course, necessary to his fulfillment of his role as a teacher. For future teachers engaged in this type of curriculum project, it is recommended that teachers be themselves honor students or in some phase of gifted education at some time during their academic careers, and be scholars of the humanities with extensive and broad training in all aspects of social sciences. They should themselves be widely read and have a knowledge of the state of world and political affairs. Also, the teacher-consultant should himself demonstrate scholarly aptitude and the ability to carry out significant independent research.

This project, designed to answer questions about educating rural youth, should be a landmark in our quest for the ideal program. Its findings shall encourage further implementation of the itinerant teacher-consultant plan which has been part of the Kansas standards since 1961. Its problems and their solutions shall offer guidelines

to the rational implementation of the itinerant teacher-consultant plan in rural areas. This project has provided relevant information for most questions stated in the original project proposal.

Additional information could also be available at a later date, if Holton School and State Department of Public Instruction personnel conduct the proposed periodic follow-up of students who participated.

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3. Gallagher, James J. Teaching the Gifted Child. Boston, Allyn and Bacon, Inc., 1964.

4. Study Project on Programs for Gifted Pupils, Progress Report No. 3. California State Department of Education, Sacramento, California, October 1958.

APPENDIX A

PERSONNEL INVOLVED IN THE PROJECT

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I. Program Director: Paul Ackerman, Director of Programs for the Gifted, Division of Special Education, State Department of Public Instruction, Topeka, Kansas.

II. Administrative Coordinator: James E. Marshall, Director of Special Education, State Department of Public Instruction, Topeka, Kansas.

III. Curriculum Consultant: Dr. Louis Fliegler, Coordinator of Programs for Exceptional Children, Denver University, Denver, Colorado.

IV. Teacher-Consultant: Edwin K. Hammer, Teacher-Consultant of the Gifted, Holton High School, Holton, Kansas.

V. Jack Sloan, Superintendent, Holton Public Schools, Holton, Kansas.

APPENDIX B

COVER LETTER TO ACCOMPANY DISSEMINATION OF MATERIAL TO ALL SECONDARY SCHOOLS IN THE STATE OF KANSAS

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
ADEL F. THROCKMORTON, SUPERINTENDENT
TOPEKA, KANSAS 66612

DIVISION OF INSTRUCTIONAL SERVICES
G. L. CLELAND, DIRECTOR

SPECIAL EDUCATION SECTION
801 HARRISON STREET
JAMES E. MARSHALL, DIRECTOR
GARY W. ADAMSON, SUPERVISOR
NICHOLAS W. BANKSON, SUPERVISOR
WILLIAM S. FUJIKAWA, SUPERVISOR
CLARA H. ROBERTSON, SUPERVISOR
MARGUERITE THORSELL, SUPERVISOR

May 1, 1966

Dear Administrator:

Because of the desire to increase services to all those children in the state of Kansas who need special forms of education, the Division of Special Education, Kansas State Department of Public Instruction, through the auspices of the Cooperative Research Program of the U.S. Office of Education and under the direction of Paul R. Ackerman, has just completed a demonstration project in Special Education for rural secondary-age gifted children. The results of this study are included for your perusal.

The results of this demonstration project were, indeed, heartening. The project clearly demonstrated that a program for specific teaching of rural gifted children can be effected by one or more school districts. It further showed great gains to be made in community interest and increased post-secondary abilities.

After reading the summary, if you are at all interested in this kind of a program for your district or in cooperation with several districts, please do not hesitate to contact the Division of Special Education, 801 Harrison Street, Topeka. From this office we will be able to furnish you with more detailed guidelines on the demonstration project itself and will further be glad to assist you in the various aspects of your own program planning.

Since the program is in operation for the second year at Holton High School, you may wish to visit or otherwise receive more personal contact with the program. Again, please do not hesitate to contact us regarding your wishes.

Rural education of the gifted is a rapidly growing concern all over the nation. Kansas is justifiably proud of its steps in the direction of meeting this challenge.

Sincerely yours,

Gary Adamson

Gary Adamson
Director, Programs for Gifted

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APPENDIX C

REVISED STANDARDS FOR PUBLIC SCHOOL PROGRAMS FOR THE INTELLECTUALLY GIFTED

(For submission to the Institute of Research in Special Education, Kansas State Department of Public Instruction)

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STANDARDS FOR PUBLIC SCHOOL PROGRAMS

FOR THE INTELLECTUALLY GIFTED

The need for Special Education provisions for the gifted child has long been highlighted by many authors. Quoting unrecognized academic potentials and wasted ability as consequences of failing to provide special academic programming, educational authorities have postulated many programs for the remediation of these deficiencies. The following standards are based upon the most recent findings of research, including research conducted within the state of Kansas under sponsorship of the U.S. Office of Education.

Identification

Thorough diagnostic information and identification of the exceptional child is a basic part of special education programming. The primary diagnostic dimension of the intellectually gifted shall be measured intelligence. Any type of grouping based on special talents alone shall have to be considered outside the realm of special education.

Each child must receive an individual intelligence test administered by a school psychologist or a clinical psychologist approved by the Division of Special Education, Kansas State Department of Public Instruction. A minimum of 128 full range I.Q. on the Wechsler Adult Intelligence Scale and a minimum of 130 I.Q. on the Stanford-Binet Intelligence Scale shall be considered minimum standards for admittance to a program for the education of the gifted. In certain cases the admissions committee may approve candidates for the program with I.Q.'s up to four points less than these minimums if they wish to use the option of the standard error of measurement of the tests. Admission to the program with I.Q. scores lower than this shall be upon the express permission of the Director of Programs for the Gifted, Division of Special Education of the Kansas State Department of Public Instruction. According to this definition, achievement criteria and grade point level need not be important criteria in homogeneous grouping of gifted students. Furthermore, emotional and social stability as criteria for homogeneous grouping are factors to be determined by the local admissions committee. The Division of Special Education, Kansas State Department of Public Instruction, recommends, however, grouping only by intellectual criteria.

Types of Programs

Special Class Placement

At this time, only programs in elementary schools will be approved in a special class setting. The approvable case load will be smaller than the average classroom, and the class size is ten to twenty pupils. Although children will be integrated into other class settings, they will be identified with their special class. No more than a two-year chronological age span will be approved at this time under this plan.

Special Resource Room

The children will be identified with their regular class placement but will come to the resource room for specialized work. Their special teacher shall work with the other teachers regarding cooperative program planning. The case load of the resource room teacher will be similar to that in the special class. No more than a two-year grade span will be approved under this plan at this time.

Special Itinerant Teacher (Elementary)

The itinerant consultant will travel from school to school, working primarily with teachers who have gifted children in their classrooms. This consultant will provide special instructional materials, suggest certain special methods of instruction, help select electives, and in some cases offer specialized teaching of small groups for selected periods of time. The maximum case load of children for this plan is 35.

This type of program is apparently best suited for schools with limited enrollment, that might wish to engage in cooperative programming. The itinerant teacher plan can be well adapted for large schools as well.

Itinerant Teacher-Consultant (Secondary)

It has been demonstrated that a teacher-consultant employed in secondary schools can service the limited number of gifted children to be found in such schools. Such a teacher will serve children with a combination resource room and seminar-type instruction, and will further serve as consultant to teachers who have gifted children in their classrooms. The maximum case load of children for this type of plan is 25. This plan will be the only one approved at this for secondary level programs with gifted children numbering less than 25.

Special Personnel in Larger Secondary Schools

Special persons with certification in the area of the gifted may be employed in gifted programs at the secondary level. Such a

person would have the title of Coordinator, Supervisor, Curriculum Consultant or Guidance Consultant. He would be expected to spend at least sixty per cent of his time in activities directly related to those children in the school previously identified as gifted. Duties might be the coordination of advanced placement, resource room teaching to gifted groups, curriculum consultant to teachers who have gifted pupils in their classes, and assistance with enrichment for gifted pupils. Approval for such personnel will be given by the Division of Special Education upon presentation of satisfactory job description.

Combinations of the Above Types

Approval may be given for combinations of the above types or experimental programs for education of the gifted, upon submission of a detailed plan of operation.

TEACHER TRAINING

Certification as a teacher of the intellectually gifted, either on the elementary or secondary level, will be issued only after the following training pattern has been met:

1. Basic understanding of the field of special education

   Six to eight hours of coursework in introductory methods, administrative methods, etc.

2. Additional competencies in the following areas:

   (a) Understanding the individual child
   At least one course.

   (b) Nature of learning and intelligence
   One course in theories of learning, cognitive styles, learning remediation, etc.

   (c) Individual mental testing and interpretation of these tests
   At least one introductory or survey course.

   (d) Regular curriculum procedures
   a. elementary -- at least three courses in elementary methodology.

   b. secondary -- at least four courses in a specific area of certification. In addition to this coursework the secondary teacher will be expected to have broad course backgrounds in the humanities and social sciences.

(e) Specialized methods and curriculum for teaching intellectually gifted

At least two courses, one covering the nature and needs or characteristics of the gifted, the other covering methodology of teaching.

Tentative Approval

Temporary approval will be granted for one year at a time until certification standards are officially adopted.

Criteria for minimum approval:

1. Bachelor's degree teacher (or higher degree) with comprehensive curriculum background.

2. Six semester hours or equivalent in specialized courses for teaching the intellectually gifted.

APPLICATION FOR APPROVAL

Application for Prior Approval will be made similar to other areas. No program will be approved at this time unless the teacher is employed full time in this area of exceptionality.

FINANCIAL SUPPORT

The 1961 legislature approved the financial support of programs for intellectually gifted children to be administered by the Division of Special Education. This formula would allow the same reimbursement as seen on page 55 -- Amounts and Types of Reimbursement, July, 1961.

*****

This outline is tentative and is intended to give direction for programming for the intellectually gifted for the 1966-67 school year. It is not a final adopted standard and is subject to change.

Kansas State Department of Public Instruction
Division of Special Education
801 Harrison, Topeka, Kansas

AMOUNTS AND TYPES OF STATE REIMBURSEMENT AVAILABLE TO PUBLIC SCHOOLS FOR SPECIAL EDUCATION SERVICES JULY 1, 1961

Programs under "Exceptional Children"
(Section IV. reprinted)

School Psychology	Speech Correction	Visually Impaired, including Blind	Intellectually Gifted
School Social Work	Hard of Hearing Deaf	Special Health	Trainable Mentally Retarded*
Emotionally or Soc. Maladjusted	Hearing Conservation	Local Directors of Special Education	Brain Injury

or other physical, mental or emotional handicaps not covered under I, II, III, or IV.

FULL-TIME SPECIAL TEACHING:** $2500 per school year per school district (but not more than 15 $2500 reimbursements may be approved for each congressional district), or $2000 per school year for specialists in excess of 15 per congressional district.

ALLOWANCE FOR NECESSARY TRAVEL IN CONNECTION WITH ASSIGNED DUTIES: Actual amounts paid by the local district, but not to exceed 7¢ per mile of travel schedules approved by the special education supervisor.

NON-RESIDENT PUPILS: $100 additional reimbursement for each full-time non-resident pupil, or the equivalent thereof in part-time pupils, up to an additional reimbursement of $2400 per year per program.

Schedule for non-resident reimbursement for itinerant programs (such as speech correction, school psychology, etc.)

If 1/2 or more time spent	outside	sponsoring	school	$2400.00
If 3/8 time spent	"	"	"	1800.00
If 1/4 time spent	"	"	"	1200.00
If 1/8 time spent	"	"	"	600.00

Further fractional rates will be made if claimed. Amount is in addition to the reimbursement under full time teaching.

SUPPLIES & EQUIPMENT: 1/2 supplies and equipment up to $100 per child per year.

TRANSPORTATION OF NON-RESIDENT PUPILS: Transportation costs, or cost of room and board in lieu of transportation, may be paid by sending district. Reimbursement will be made for one-half of actual expenses incurred up to a maximum reimbursement of $150 per child per year.

TUITION: Sending districts may be required by receiving districts to pay tuition not to exceed $1.50 per week per child in full time instruction or the equivalent thereof in part-time instruction, or tuition may be waived at the discretion of the receiving district.

Reimbursement to local districts is made on or before June 30 of each year.

Specialist must hold teaching certificate valid in Kansas, and in addition have completed special training that meets special education standards.

Case load must meet specified standards.

* See Trainable Retarded Standards for additional Reimbursement schedules.

** Not more than four $2500 per school district per year. No restriction on $2000 programs.

Kansas State Department of Public Instruction
Division of Special Education
801 Harrison, Topeka, Kansas

PRINCIPAL PROVISIONS OF KANSAS SPECIAL EDUCATION LAWS OTHER THAN THOSE SPECIFYING AMOUNTS AND TYPES OF FINANCIAL REIMBURSEMENT TO LOCAL SCHOOL DISTRICTS AS REVISED BY THE 1961 KANSAS LEGISLATURE

1. Any school district in Kansas through its governing body has legal authority to provide special education services for all types of exceptional children under standards, policies, and programs approved by the Division of Special Education.

2. The age range of children to be served is 6 to 21 years.

3. Services may be established and operated at both the elementary school and secondary school levels.

4. In addition, local school districts may be reimbursed in amounts provided by law from state special education funds for expenses incurred in providing special education services.

5. Reimbursement from state special education funds is made to the county treasurer who credits the account of the local school district with the amounts authorized.

6. All special teachers must meet standards of training recommended by the Division of Special Education and adopted by the State Board of Education. In general, these are (a) a teaching certificate valid in Kansas schools and (b) approximately one year to two years of specialized training.

7. The Division of Special Education has broad powers to set standards and policies and to approve or disapprove programs. The Division also maintains as a state service, a library of teaching aids and materials, professional publications on special education, and clear type books for use by partially-seeing children. These may be loaned to school districts upon request.

8. School districts may service exceptional children in schools, in homes, in hospitals or wherever the children may be.

9. In any special education program non-resident pupils must be accepted if this does not result in an over-load in terms of standards for class sizes and case loads as set by the Division of Special Education.

10. Additional state reimbursement is provided if non-resident pupils are accepted.

11. The standard tuition rate for non-resident pupils is $1.50 per week per full-time pupil. This may be waived at the discretion of the receiving district.